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ABSTRACT

This administrator's manual contains guidelines for planning, developing, and implementing mainstream, self-contained, or cooperative work experience programs for the disadvantaged. Outlined in the introductory section are the philosophy underlying programs for the disadvantaged, procedures to determine student eligibility, signals indicating the need for a program, the main features of each program and ways to determine which program is most suitable for a given situation, safety and accident-prevention practices, student organizations, and steps in organizing a vocational program for the disadvantaged. Then the mainstreaming approach to dealing with the disadvantaged is described, with special emphasis on program advantages and disadvantages, curriculum, and teacher qualifications. Covered in a discussion of self-contained programs are the main features of such programs, their advantages and disadvantages, curriculum, type of school, suggested fields of training, physical facilities, and teacher qualifications. The same points are considered in an examination of cooperative work experience programs. Appended to the manual are a director of state and federal offices and organizations involved in educating the disadvantaged and instructional techniques for disadvantaged students. (A related report on a project to implement employability, reading, and math skills in vocational education is available separately--see note.) (MN)

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An Administrator's Manual for Planning, Developing, and Implementing Mainstream, Self-Contained, or Co-op Programs for the Disadvantaged

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FOREWORD

Youth unemployment has become a major national concern. It is estimated that 3½ million youth between the ages of 16 and 24 are unemployed and do not possess the skills necessary to find and keep a job. Disadvantaged youth comprise a significant proportion of this population. It is projected that the number of disadvantaged students will continue to increase throughout the 1980s and the 1990s and that more students will enter the labor market unprepared for the world of work.

Vocational education can make a valuable contribution to easing the youth unemployment problem. In order to do so, however, vocational education must continue to be responsive to the individual needs of disadvantaged youth. These students may experience a disadvantage in the regular vocational class because of poor reading and mathematical skills, limited English-speaking ability, economic deficiencies, poor organizational skills, or differences in their attitudes toward school and the work world. In some cases, these students may drop out of school before they can participate in vocational education.

There is a need to develop program options that can provide alternative educational opportunities for students with special needs. This manual has been prepared to suggest some guidelines for the development of three programming options for disadvantaged students:

Regular Class Placement (Mainstreaming)

Self-Contained Programs

Cooperative Education Programs

SECTION I

INTRODUCTION

THIS SECTION CONTAINS:

- PHILOSOPHY. 2
- WHO IS ELIGIBLE?. 4
- WHEN IS A STUDENT ELIGIBLE? 6
- IDENTIFYING A NEED FOR A PROGRAM. 6
- WHICH TYPE OF PROGRAM--MAINSTREAM, SELF-CONTAINED, OR CO-OP?. 12
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PHILOSOPHY

The Vocational Education Act of 1976 suggests that the education of disadvantaged students should occur within the most appropriate environment for vocational training. To determine which environment is the most appropriate, it is necessary to assess the needs of the individual student and to select the program alternative which best responds to these needs. The most appropriate alternative for some students may be placement in a regular vocational class with additional support services provided. This placement is popularly referred to as "mainstreaming". However, other students may function better in separate, self-contained classes which are specifically designed for disadvantaged learners. A third option would be a special cooperative education program for disadvantaged students which would allow students to earn academic credit while they obtain work experience.

Regular Class Placement: Mainstreaming Programs for Disadvantaged Students

Most disadvantaged students will be able to function within the regular vocational programs which already exist in the school. However, special supportive assistance may be necessary for them to succeed in this environment. The supportive services needed by students should be identified and provided by the school district. These services might include adapted teaching materials, special teaching techniques, additional tutoring, or revision of the curriculum and accompanying methodologies. For most students, the necessary adaptations will not require a great deal of additional work or time on the part of the vocational instructor. However, the additional services will require the

vocational instructor to develop cooperative instructional arrangements with those personnel who can assist with the provision of support services. The vocational instructor and the school counselor have a responsibility to identify student needs and to seek out the necessary services.

Self-Contained Programs for Disadvantaged Students

The needs of some students may not be adequately met in the regular classroom setting. For example, some students may have demonstrated a disinterest in the normal curriculum and may not be successful achievers in that environment. They may be capable of higher achievement if the materials presented were more relevant and meaningful to their unique personal experiences. This type of individualized instructional design usually requires a more intensive educational setting than is available in regular classes.

It is believed that a self-contained program for disadvantaged youth should emphasize individual remedial instruction, vocational orientation, career exploration, and/or vocational preparation necessary for successful employment. The structure of a self-contained program will allow time for an intensive individualized program of vocational education. The purpose of the program should be to facilitate the progression of disadvantaged students toward successful attainment of a high school diploma. The ultimate goal of the self-contained program is identical to that of a regular vocational program, which is to produce well adjusted, educated, productive, and responsible citizens within a community.

Cooperative Work Experience Programs for Disadvantaged Students

The purpose of the cooperative work experience program is to provide vocational education experiences either which cannot be provided as part of the in-school programs or which can be better provided through on-the-job training (Bowers, 1978). The cooperative work experience method is an option which allows students to interact with employers in the community. This methodology can be particularly helpful for those disadvantaged students who have experienced persistent failure within the traditional school environment. The direct, first-hand experience provided in an employment situation allows students both to apply their classroom knowledge to a "real" world situation, and to practice the related skills necessary to successfully hold a job.

Cooperative education is actually a method of instruction rather than a separate program. It is a method of instructing students which can be used for a variety of educational goals, ranging from occupational guidance to skill development. When the cooperative method is used in conjunction with a particular program of instruction, it becomes a cooperative education program (Szoke and Vest, 1979). An important alternative educational program can be developed when the cooperative education method is applied to the goals of the vocational program for disadvantaged students.

WHO IS ELIGIBLE?

P.L. 94-482, The Vocational Act of 1976, defines disadvantaged students as persons who have academic or economic disadvantages, including persons who have limited English-speaking ability, and who require special services, assistance or programs in order to enable them to succeed in vocational education programs (Federal Register, April 7, 1977).

The Division of Occupational and Technical Education of the U. S. Department of Health, Education, and Welfare (HEW), has stated that "in further delineating who the disadvantaged are for purposes of serving these individuals under the Vocational Education Act of 1976 [sic], it is essential to keep the cause of disadvantagement distinct from its effect in an educational context." For example, students who are not succeeding in the regular vocational curriculum might trace the cause of their disadvantage to the fact that they have a non-English language background. Identifying such individuals simply as members of a minority group does not automatically classify them as disadvantaged. On the other hand, educational experiences and services must be designed to overcome effects which might be limited to reading and comprehension disabilities or behavioral problems (Resurge '79, 1979).

Criteria

According to federal legislation, the criteria for identifying a student as a disadvantaged learner are as follows:

Academic disadvantage means that a person:
1. Lacks reading and writing skills;
2. Lacks mathematical skills; or
3. Performs below grade level.

Economic disadvantage means:
1. Family income is at or below national poverty level;
2. Participant or parent(s) or guardian of the participant is unemployed;
3. Participant or parent(s) of participant is receiving public assistance; or
4. Participant is institutionalized or under State guardianship (Federal Register, Section 104.804, April 7, 1977).

Limited English-speaking ability refers to:
1. Individuals who were not born in the United States or whose native tongue is a language other than English, and;
2. Individuals who came from environments where a language other than English is dominant, and by reason thereof, have difficulties speaking and understanding instruction in the English language (Federal Register, Section 191, October 3, 1977).

Persons with limited English-speaking ability may be categorized on the basis of language fluency:

1. The individual does not speak, understand, or write English, but may know a few isolated words or expressions;
2. The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions;
3. The individual speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning (Identification of Disadvantaged and Handicapped Persons, 1977).

WHEN IS A STUDENT ELIGIBLE?

In order to be consistent with state requirements for vocational education, a student will be considered to be eligible at the 10th, 11th, and 12th grade levels. However, specific age requirements exist for cooperative work training programs. Age requirements are discussed in more detail in Section IV.

IDENTIFYING A NEED FOR A PROGRAM

How does one know if there is a need to expand the services to disadvantaged students in a school district? There are several sources of information which should be explored in order to answer this question. It will take some time (approximately six to nine months) to collect the resource materials and data necessary to make an informal decision, and to plan and to implement the appropriate program. Although the need to develop new services for disadvantaged students may already be obvious, it will be necessary to collect adequate data which will support this need. This data will be helpful in gaining support for the program from the school board, administrators, community, school counselors, teachers, employers, and the state funding agencies.

Furthermore, the collection of planning information is essential in order to design programs appropriate for meeting the needs of the students, the school district, and the community. And, of course, an important need of each is that there should be employment opportunities for program participants when they are ready to enter the job market.

Sources of Information

Staff Surveys

One of the best methods to determine if a need exists for a program is to consult with school counselors, supervisors, teachers, pupil personnel staff (e.g., school psychologists and social workers), and parents. Several general questions can be asked to obtain the information needed for the decision-making task:

1. What is the status of students who perform poorly on achievement tests and aptitude tests?
2. What is the status of students with poor attendance records?
3. What is the status of students with repeated records of course failures?
4. Are there significant numbers of students whose academic performance is affected by the economic status of the family? (e.g., unemployed heads of household, welfare recipients, low income in relation to family size)
5. Is there a significant number of students who are below grade level in mathematics and reading?
6. What happens to students who demonstrate a disinterest in school?

7. Are there large numbers of students whose in-school and/or out-of-school behavior is extremely disruptive?
8. Are there students who are poorly organized and who are frequently tardy?
9. What is the status of students who do not participate in extracurricular activities and/or who have friends who are not school oriented?

The information obtained by answering these questions can provide an informal assessment of the potential need for a program for disadvantaged youth. A sample form for surveying school personnel is included as Figure 1. The responses should be summarized and used to verify the information obtained from interviews and general observations. These data can provide a support base for developing services and programs which will appropriately meet student needs.

Follow-up Studies

Most school districts routinely conduct follow-up studies of their graduates and dropouts. These data should be reviewed to determine what has happened to students who had a disadvantaging condition in school. The follow-up data that might be indicative of a need to improve services include:

1. Periods of unemployment after leaving school.
2. A series of unrelated entry-level jobs.
3. Subminimum incomes.
4. Expressed need for supportive services that might have helped the student perform better while in school (Handbook of Cooperative Vocational Education in Illinois p. 21).

FIGURE 1

SAMPLE FORM FOR SURVEYING SCHOOL PERSONNEL

Please indicate the approximate number of students in your class or classes who demonstrate the following characteristics:

GENERAL CHARACTERISTICS	NUMBER OF STUDENTS
Over age for grade by at least two years	_____
Has difficulty communicating in writing or speaking	_____
Is frequently absent from class with or without apparent cause	_____
Has a reading level at least two grade levels below grade placement	_____
Has a mathematical ability at least two grade levels below grade placement	_____
Exhibits hostile or apathetic behavior	_____
Needs economic assistance to continue in school	_____
Is frequently tardy	_____
Is very disorganized and has poor work-study skills	_____
Has a record of subject or course failure over repeated grading periods	_____
Other indicators of special needs: please describe below	_____

Name of person providing information: _____

Unfortunately the return rate on follow-up studies is typically low. Another problem is that the students who respond to written surveys tend to be those who did not have learning problems in school. Therefore, it will be necessary to develop some alternative methods to obtain information that will be more representative of students who were disadvantaged. Follow-up cards, personal phone calls, and home visits can provide supplemental information to the existing follow-up data. (For further information see Vocational Administrator's Guidebook: Mainstreaming Special Needs Students in Vocational Education, pp. 86-96.)

Needs of Presently Enrolled Students

The expressed needs and interests of students may provide the most important data for program planning. Two methods of obtaining needed information are:

1. Conduct a student survey; and,
2. Conduct a series of individual/group interviews.

The survey and interview should include questions which will ascertain the student's career plans and interests, plans for further education, need for help in order to succeed in vocational classes, need for classes in alternative school settings, need to work in order to remain in school, and perceived relevance of the existing school programs.

Cumulative Records

The information contained in cumulative records should be reviewed to confirm the information expressed by students, school personnel, and parents. The results of aptitude tests, achievement tests, and interest surveys can be a source for documenting needed services and programs.

Community and Employer Surveys

School personnel should review the most recent survey information from the community, including data from parents and employers. When the information is outdated, a new survey should be initiated. The new survey should seek to identify and include specific information that will help to identify the anticipated needs of the changing disadvantaged population.

Community Resources

There are agencies in the state and community which may have data that will be useful and which may reduce the data collecting demands on local school personnel. These agencies include:

- Pennsylvania Department of Education (PDE), Bureau of Vocational Education - Harrisburg
- Comprehensive Employment and Training Act (CETA) Office - Local Community Office
- Vocational Education Information Network (VEIN) - Millersville, Pennsylvania
- Office of Employment Securities - Local Community Office
- U.S. Department of Commerce - Washington, D.C.
- U.S. Department of Education - Washington, D.C.

These agencies may be able to provide information on the number of low income families or those who receive welfare payments, such as Aid For Dependent Children (ADC), or Social Security Income (SSI). Employment service agencies can also supply quantitative data on unemployment and underemployment rates for persons who do not graduate from high school, as well as for those who have no marketable vocational skills.

WHICH TYPE OF PROGRAM--MAINSTREAM, SELF-CONTAINED, OR CO-OP?

Once the data discussed earlier have been compiled and summarized as described, the needs of the students should then be compared to the existing services and programs. It may first be necessary to conduct an inventory of the services and resources which already exist in the school and community. Review the results of this comparison and formulate a series of conclusions. Ask other staff and faculty to verify the results (Albright, Fabac, and Evans, 1978). It might be helpful to present the results to the school staff to further refine the conclusions. The identified needs should be prioritized, and program development should focus on the needs which have been given the highest priorities. The steps described are presented in diagrammatic form on the next page. There are many possible program alternatives that might be designed. The three program options described in this manual are summarized on pages 14, 15, and 16. Each of these programs is then described in more detail in Sections II, III, and IV.

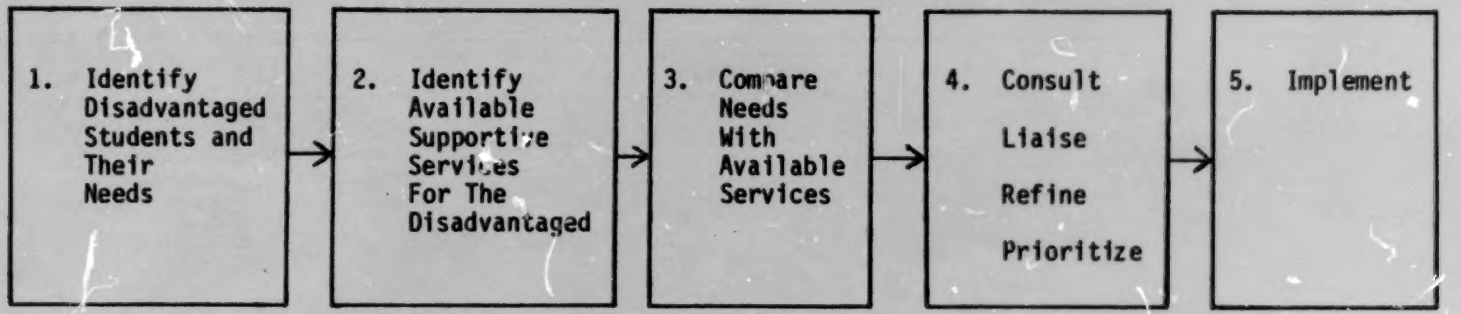
SAFETY AND ACCIDENT PREVENTION PRACTICES

State and federal regulations shall be incorporated into the instructional plans of all programs. There shall be evidence of safe shop conditions and safety practices at all times. (Consult the Senior Program Specialist in PDE for specific safety concerns.)

STUDENT ORGANIZATIONS

The Pennsylvania Department of Education (PDE, 1974), along with the U. S. Office of Education (September 1974), encourages the establishment of local vocational education student organizations.

SCHEMATIC FOR ASSESSMENT OF NEED AND PROVISION OF MAINSTREAM, SELF-CONTAINED, OR CO-OP PROGRAMS FOR THE DISABLED



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SUMMARY OF MAINSTREAMING PROGRAMS DISCUSSED IN SECTION II

DESCRIPTION	SPECIALIZED SERVICES	DATA REVIEW INDICATED
Students receive instruction in the regular classroom/laboratory and are expected to achieve the same basic minimum standards. The program prepares students for graduation followed by employment or post-school vocational training. Target population: students who can participate in a regular vocational program if specialized services are provided.	Special instruction materials; e.g., taped instead of written materials, movies, filmstrips, video tapes, charts, and other A-V materials, simplified step-by-step materials. Special supportive staff; e.g., resource instructors, teacher aides, paraprofessionals, student aides, student volunteers. Special teaching arrangements; e.g., team teaching by vocational and resource personnel. Flexibility in scheduling; e.g., extended time to complete course, division of course into modules with flexibility as to number of modules completed, competency based instruction, one-on-one individualized instruction. Personal and vocational counseling and placement services.	1. A high proportion of students who need additional assistance. 2. A high proportion of students who seem disinterested, unmotivated. 3. Students who have expressed the need for immediate job placement upon high school graduation. 4. Students who are following a career plan and who are ready for vocational training.

Note: from C.O. Szoke and S. Vest. Handicapped Series. (Adapted from To Serve Those Who Are Handicapped) in Compendium, Normal, Illinois: Illinois State University, 1979.

SUMMARY OF SELF-CONTAINED PROGRAMS DISCUSSED IN SECTION III

DESCRIPTION	SPECIALIZED SERVICES	DATA REVIEW INDICATED
Program is designed for students whose needs preclude integration into a regular vocational program. Students receive instruction in a special class setting. Training is usually of an introductory nature or is designed to provide prerequisite skills for entry into a regular vocational education sequence. Expected performance standards will typically differ from what is required of students in a regular program. This type of program should provide job entry-level skills and attitude adjustment for entry in society.	Specialized curriculum design that emphasized easily completed task components, entry-level job skills, study skills, and career related instruction. Courses may be taught by vocational teachers with special preparation in instructing the disadvantaged or by a team teaching approach utilizing both vocational and resource personnel. Specialized personal and vocational counseling and placement services should be available to all participants.	1. Students who are potential dropouts and/or eventual job placement mismatches or failures. 2. Students who need intensive assistance in academic skill development, attitude development and motivation in order to participate in vocational programs or employment.

Note: from C.O. Szoke and S. Vest. Handicapped Series. (Adapted from To Serve Those Who Are Handicapped) in Compendium, Normal, Illinois: Illinois State University, 1979.

SUMMARY OF COOPERATIVE WORK EXPERIENCE PROGRAMS DISCUSSED IN SECTION IV

DESCRIPTION	SPECIALIZED SERVICES	DATA REVIEW INDICATED
Method is used to provide on-the-job training to reinforce the relevance of career related instruction. Students attend a Career Related Class and other high school classes plus participate in on-the-job experiences at a training station. In-school transition usually is one-half day, allowing students to earn money on the job in order to remain in school. Program is designed to develop the necessary social skills, career attitudes, and habits necessary for employment tenure or even entry into other vocational programs.	Specialized career related class. Extensive guidance and placement services. Economic assistance through paid employment. Transition services between school and work. Individualized Work Training Plans. Support in career related academic subjects.	1. Students who need economic assistance in order to stay in school. 2. Students who view the school environment as irrelevant to their needs or students who would profit from an alternative learning environment. 3. Students who are potential dropouts or who have dropped out. 4. Students who have had difficulty in making a successful transition from school to work.

Note: from C.O. Szoke and S. Vest. Handicapped Series. (Adapted from To Serve Those Who Are Handicapped) in Compendium, Normal, Illinois: Illinois State University, 1979.

Once established, the organizations are to be administered as an integral part of the vocational education curriculums.

Students should be encouraged to join and participate in regular student organizations such as the Future Farmers of America (FFA), Future Business Leaders of America (FBLA), Vocational and Industrial Clubs of America (VICA), Home Economics Related Occupations (HERO), Distributive Education Clubs of America (DECA), Future Homemakers of America (FHA), Health Occupations Students of America (HOSA), and Industrial Arts Student Association (IASA).

A checklist which could be useful for administrators who are organizing a vocational program for disadvantaged students is on the following page.

A CHECKLIST FOR ORGANIZING A VOCATIONAL PROGRAM FOR THE DISADVANTAGED

TASK COMPLETED		TASKS
____	1.	Determine and verify the need for the program.
____	2.	Confer with Department of Education* staff, regional consultants, intermediate unit personnel, local administration, guidance personnel, vocational director, and other school personnel to discuss and plan program feasibility. Specifically determine the: a. direction of program b. goals and objectives c. daily time schedule d. class size; minimums and maximums e. length of program f. instructor qualifications g. counseling services h. other items
____	3.	Determine the overall philosophy of the program and develop policy statements.
____	4.	Identify roles for school personnel in the program: superintendent, principal, supervisors, counselors, teachers, support staff.
____	5.	Secure state approval and school board approval to operate program.
____	6.	Acquaint faculty with the goals and scope of program.
____	7.	Form an advisory committee and conduct meetings. Advisory committee members should include representatives from business and industry, parents, teachers, counselors, and support personnel.
____	8.	Define responsibilities of the teacher or teacher-coordinator.
____	9.	Establish basis for the identification of students.
____	10.	Determine teaching facilities needed for program.
____	11.	Establish location of classroom space, and teacher's office.
____	12.	Confer with students and parents to obtain participation approval.
____	13.	Select certified program instructor.
____	14.	Encourage the instructor to participate in in-service and pre-service programs, workshops, and seminars related to the vocational education of the disadvantaged.
____	15.	Formulate curriculum plan for administration and advisory committee approval.
____	16.	Set up a system for personal and vocational counseling services.
____	17.	Evaluate progress of program via student, teacher and parental assessments.
____	18.	Send evaluation reports to appropriate school personnel, employers, advisory committees, Department of Education, Bureau of Vocational Education, and others.
____	19.	File appropriate reports required by the Department of Education in Harrisburg.

*No curriculum shall receive vocational education payments until it has been approved by the Department of Education. See the Regulations, Standards and Guidelines for Vocational Education, 1978, for complete details.

SECTION II

REGULAR VOCATIONAL CLASS PLACEMENT: A MAINSTREAMING APPROACH*

THIS SECTION CONTAINS:

*DEFINITION. 20

*ADVANTAGES. 20

*DISADVANTAGES 21

*CURRICULUM. 22

Program Objectives. 22

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*TEACHER QUALIFICATIONS. 26

*Also see Vocational Administrator's Guidebook: Mainstreaming Special Needs Students in Vocational Education, Center for Vocational Personnel Preparation, June 1979, Indiana University of Pennsylvania, Indiana, Pennsylvania.

DEFINITION

Under the mainstreaming approach, students who have academic and/or economic disadvantages enroll in regular vocational classes, for example, mechanics, horticulture, electronics, home economics. The effect that the disadvantaging condition has on the student's performance in the vocational class is assessed, and appropriate supportive services are identified to help the student to succeed. Once identified, the supportive services are coordinated and monitored to ensure the student continues to receive the needed assistance.

ADVANTAGES OF THE MAINSTREAMING APPROACH

1. The environment of the regular class allows the student to interact with a variety of students in the typical environment. In most vocational classes, this environment simulates the environment of the real work world, thus the students have the opportunity to experience a realistic approximation of the work world prior to job placement. As a result, the student will be better prepared for a successful transition from school to work.
2. More students will be served through placement in regular existing programs than if all disadvantaged students were placed in small sized self-contained programs.
3. The supportive services and teaching techniques identified for disadvantaged students can be beneficial for many nondisadvantaged students in the class.
4. The supportive services and teaching techniques used for disadvantaged students have been found to result in a more

efficient use of teacher time, and in more effective teaching for all students.

5. The mainstreaming approach is in direct compliance with the intent of federal regulations regarding the placement of disadvantaged students in the most appropriate learning environment.

DISADVANTAGES OF THE MAINSTREAMING APPROACH

1. Some students may not be appropriately served in a regular classroom environment and may need more specialized services than can be provided in the regular class. For these students, other options should be investigated.
2. Some students may not be able to participate in vocational classes because they have already dropped out of school or because they are absent too frequently to profit from the instructional services. For these students, an outreach program or a cooperative work experience program may be more appropriate.
3. Some vocational teachers do not feel that they have been adequately trained to provide the specialized services necessary for disadvantaged students. It is essential that in-service education be provided to help these teachers acquire necessary compentencies. It will also be important that the supportive services available within the school be made known to these teachers so that they can benefit from the services and expertise of persons with specialized training.

4. It is commonly stated that disadvantaged students require too much teacher time. It is true that the techniques suggested in this manual may require additional time and effort on the part of the teacher. However, the majority of this extra time will be "start-up" time. Once the program is in place and the procedures become more routine, teaching should become both more efficient and more effective.

CURRICULUM

Program Objectives

The content of the vocational class, the goals, and the objectives for disadvantaged students will be the same as for all other students. The curriculum strategies and techniques used will need to be selected to correspond to the individual student's needs, interests, and abilities. The same technique will probably not be effective for every disadvantaged student. The instructor must assess the student's capabilities and interests on an individual basis in order to select or develop appropriate methods and techniques (Weisman, 1973).

Support Services

The provision of supportive services is perhaps the most critical component of the mainstreaming approach. Many support services already exist within the school setting. It is helpful to identify the supportive services which exist so that the teacher can utilize the services with the disadvantaged students enrolled in the vocational program. Figure 2 provides a sample form which can be used to record the support services available within the school and community (Phelps, 1976). Once developed, the form can provide a readily available resource document

FIGURE 2

SCHOOL AND COMMUNITY RESOURCE INVENTORY

Program: _____

District: _____ School(s): _____ Developers: _____

Date: _____

SCHOOL RESOURCES

	Resource Contact Person	Title or Responsibility	Location and Phone	Description of Specific Resource or Service
Career-Related Instruction				
Special/ Supportive Instruction				
Special/ Supportive Services				
Counseling				
Cooperative Work Experience/Work Study				
Instructional Media and Materials				
Other School Resources				

Adapted from: Phelps, A. L., Instructional development for special needs learners: An inservice resource guide, 1976.

FIGURE 2 (Continued)

SCHOOL AND COMMUNITY RESOURCE INVENTORY

Program: _____

COMMUNITY RESOURCES

	Resource Contact Person	Title or Responsibility	Location and Phone	Description of Specific Resource or Service
Federal/state Agency Resources				
Community Agencies/ Organizations				
Business/ Industry/ Labor Organizations				
Citizen/ Special Interest Groups				
Other Communities Resources				

Adapted from: Phelps, A. L., Instructional development for special needs learners: An inservice resource guide, 1976.

when a teacher identifies specific student needs. The supportive services already available within the district might include:

Remedial Reading Instructor
Remedial Mathematics Instructor
Media Specialist
Personal and/or Vocational Counselor
School Psychologist
School Social Worker
In-service Coordinator/Instructional Supervisor
CETA Coordinator
Intermediate Unit Personnel
Librarian

These personnel should be contacted to determine the nature of services that they might be able to provide to both the teacher and the student. Whenever possible, a cooperative instructional agreement should be developed to ensure needed services are provided within the program goals for vocational education. If it is not possible to arrange specific services from the above personnel, the other teachers of the students should be contacted to determine if instruction might be coordinated to complement the student's career/vocational goals. For example, the English teacher could be asked to select assignments that would enhance the student's reading of vocational materials. The physical education teacher could be asked to utilize exercises which would increase the student's strength and coordination needed to perform vocational tasks. Each of these services should then be formulated into an Individualized Employability Plan for each disadvantaged student. (This plan would be similar to the Individualized Education Program [IEP] that is required for handicapped students.) The written Employability Plan has two major advantages:

(1) It serves as a coordination vehicle for identifying and implementing the supportive services needed by the student.

(2) It provides a method of monitoring student progress on the individualized program.

The Individualized Employability Plan should contain the student's long range goals for vocational education, the instructional objectives as they relate to the long range goals, and the supportive services needed by the student. A copy of the plan should be given to all support personnel, to the student and to the parents.

Class Size

Although a smaller class size would be ideal for working with disadvantaged students in a mainstream situation, this alternative is not always financially possible or practical. It is suggested that the Regulations, Standards, and Guidelines for Vocational Education, Pennsylvania Department of Education, 1978, be consulted in order to comply with each vocational service area's specific requirements.

TEACHER QUALIFICATIONS

Because the teacher is the regular vocational instructor, no additional certificates or licenses are required. It is suggested that the teacher participate in various related in-service activities.

Thomas Cooke (1978), in a study completed at The Pennsylvania State University, suggests that certain characteristics are dominant among teachers who are successful in working with disadvantaged students. The study showed that these instructors tend to have high scores in the following areas:

Endurance: Typically self-controlled and responsible.

Order: Usually sincere and dependable, but not at the cost of individuality and spontaneity.

Deference: Typically conscientious and dependable.

Teachers who work with disadvantaged students should have:

1. A wide range of communication skills especially in assertiveness, confrontation, empathy, and ability to motivate.
2. Special abilities to deal effectively with crisis situations in school, at the training station, and in other appropriate circumstances.

These characteristics of teachers should be considered by administrators when enrolling disadvantaged students in vocational classes.

SECTION III

SELF-CONTAINED PROGRAMS

THIS SECTION CONTAINS:

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*DISADVANTAGES 30

*CURRICULUM. 30

Program Objectives. 30

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*AREA VOCATIONAL-TECHNICAL SCHOOLS OR COMPREHENSIVE HIGH SCHOOLS?. 32

*SUGGESTED FIELDS OF TRAINING. 32

*PHYSICAL FACILITIES 32

*TEACHER QUALIFICATIONS. 33

DEFINITION

A self-contained class for disadvantaged students is a program designed to provide intensive individualized instruction for students who have not been able to succeed in the regular classroom environment even though supportive services were provided. The class is also designed to assist students who present a high risk of dropping out of the traditional school environment. Also provided is a sequential course of study which may include career exploration, vocational orientation, vocational preparation, employability and survival skills, and general academic skill development. In most cases, a student spends most of the school day in a situation where the teacher serves basically as a facilitator of learning and guidance or teaches all of the related subjects i.e., mathematics, social studies, etc. This teacher also makes arrangements for students to participate in regular vocational classes and job training experiences when the student demonstrates an appropriate level of readiness.

ADVANTAGES OF SELF-CONTAINED PROGRAMS

1. The student's educational program is coordinated by one teacher who serves as an advocate for the student.
2. Students receive experiences which assist them to grow in their personal life, educational development, and in career preparation.
3. An intensive individualized program is designed for each student which is directed toward realistic career development and which is based on activities which have an obvious relationship to the student's growth.

4. The small class size and the continuous program scheduling allows for personalized institution services for each student.

DISADVANTAGES OF SELF-CONTAINED PROGRAMS

1. Only a small number of students can be served through a self-contained program.
2. The atmosphere of the self-contained class may provide an artificially sheltered environment and security for some students unless deliberate steps are taken to gradually re-integrate them into regular classes.
3. Some students may not wish to participate in the program if it appears to resemble a "special education" program which is ridiculed by other students.
4. This program may remove students from their peers who could serve as role models for appropriate behaviors.

CURRICULUM

Program Objectives

The program objectives of a self-contained class are designed to help students to:

1. Acquire a positive perception of the contribution they can make in the school and work environment.
2. Develop attitudes, habits, and competencies necessary for successful job adjustment and occupational readiness.
3. Acquire the academic skills needed to successfully pursue an entry-level vocational skill.

4. Develop the decision-making skills needed to pursue a vocational choice through wide-ranging career exploration activities and individual vocational counseling.

Length of Program

The length of participation in a self-contained program can vary depending upon the student's needs. It will be important to maintain flexibility in program scheduling so that a student can progress to alternative program structures such as regular vocational class, cooperative work experience program, and/or the regular academic curriculum. However, the one semester or year-long structure can be used to define the program activities. Once again, provisions must be made for students to re-enter the more traditional structures whenever possible.

Time Schedules

The student schedule should be developed so that no student is scheduled too tightly unless this is necessary to achieve graduation status. It is suggested that one class period of time (i.e., 60 minutes) be devoted to instruction related to employability and job procurement skills. Four class periods of time (i.e., 240 minutes) should be spent in job preparation, through a cooperative work experience program or in the regular vocational program. Additionally, one class period (i.e., 60 minutes) should be directed toward the development of skills in the academic subjects needed to meet the individual student's needs and requirements for graduation. The portions of the school day needed to fulfill these academic requirements might be scheduled to accommodate blocks of students who have the same instructional needs.

Class Size

The size of the class should be determined by the type of curriculum plan, size of the classroom, type of classroom and equipment, number of work stations, safety requirements of students, and requirements of regulatory agencies.

AREA VOCATIONAL-TECHNICAL SCHOOLS OR COMPREHENSIVE HIGH SCHOOLS?

The self-contained program for disadvantaged youth can be operated in both the area vocational-technical school and the comprehensive high school. The area vocational-technical school can add to the flexibility of vocational program alternatives available to students. Related class instruction can be accomplished in either setting depending upon resource availability.

SUGGESTED FIELDS OF TRAINING

All fields of vocational education might be considered as potential fields of training for disadvantaged students. Program placement should be based on student interest and need and should hold the promise of providing realistic and gainful employment upon graduation.

PHYSICAL FACILITIES

The school should furnish adequate classroom space for related instructional activities. The classroom should be large enough to comfortably accommodate student desks or, preferably, tables and chairs. It is suggested that an individual conference area be provided and equipped with a desk and filing cabinet. Classroom equipment that will

facilitate instruction might include: bulletin board, overhead projector, screen, full length mirror, cassette players, study carrels, video-tape equipment, and other related audio-visual equipment.

TEACHER QUALIFICATIONS

1. The instructor should meet the minimum qualifications for certification in the vocational service area to be taught (i.e., if vocational instruction is to be the primary area of emphasis, the teacher must be certified in the appropriate occupational area).
2. It is suggested that the vocational instructor should have had at least one year of classroom teaching experience.
3. It is also recommended that the instructor should have had some employment experience outside of the educational field.
4. The instructor should be knowledgeable of school and community support services.
5. The instructor should have the desire and determination to work with disadvantaged students, and to make home visitations.
6. It is desirable for instructors of related class activities to have had experience in special education, guidance, remedial reading, as well as coursework in career and vocational education.

SECTION IV

COOPERATIVE WORK EXPERIENCE PROGRAMS*

THIS SECTION CONTAINS:

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- *CURRICULUM. 36
  - Objectives. 36
  - Method of Instruction 36
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- *TRAINING PLAN 42
- *ON-THE-JOB TRAINING OPTIONS 44
- *GUIDELINES FOR RELATED CLASS INSTRUCTION. . . . 45
- *DUTIES AND RESPONSIBILITIES OF THE TEACHER-COORDINATOR 46

*Also see Regulations, Standards, and Guidelines for Vocational Education, Pennsylvania Department of Education, 1978.

DEFINITION

A cooperative work experience program is a method of instruction for providing vocational education through a cooperative arrangement between schools and employers. Students receive part-time general education instruction and related job information in the school and occupational preparatory training through part-time employment.

ADVANTAGES OF A COOPERATIVE WORK EXPERIENCE PROGRAM

1. Provides students with the opportunity to relate school experiences to occupational interests.
2. Students have the opportunity to participate in an adult environment and to experience the responsibilities associated with employment.
3. The program provides experiences which will aid in the school-to-work transition for disadvantaged students.
4. The related instruction is designed to supplement the skills needed by the students in the employment situation. Training station instruction will rely less on the student's ability to read and will be based on demonstration from the work supervisor.
5. The articulation of classroom instruction, training station learning experiences, and student organization activities contribute to the development of competency and confidence needed by the student.
6. Cooperative work experience provides a means of coordinating the home, school, community, and work environments for the student.

DISADVANTAGES OF A COOPERATIVE WORK EXPERIENCE PROGRAM

1. Student scheduling can sometimes be difficult to arrange.
2. Transportation may impose some limitations on training station options.
3. Some students may receive minimal on-the-job training experiences and single skills or limited skills for advancement.

CURRICULUM

Objectives

The general objectives of a cooperative work experience program are as follows:

1. To provide training in those vocational areas not presently being offered at the vocational-technical school or comprehensive high school.
2. To serve the students who are unable to gain admission to a vocational program due to over-subscription.
3. To serve students who may need to drop out of school because of financial, domestic, and/or scholastic problems.
4. To provide training for students who need an alternative form of education which meets their unique need. (Pennsylvania Department of Education, 1978.)

Method of Instruction

To qualify as the cooperative method of instruction, the procedures used should conform to the following set of criteria:

1. The procedures used must provide the student with directed learning experiences in an actual employment situation which are correlated with classroom instruction in the school.
2. The primary purpose of the procedure used must be one of instruction. If the primary goal becomes one of providing work-study students with financial assistance or inducements to remain in school, it can no longer qualify as a cooperative method of instruction. While federal and state funded work-study programs have sound purposes, they are not considered cooperative education.
3. The instruction offered must be focused upon the student's current level of career development. Since the method of instruction is built around each student's need, the concept of individualized instruction must be established as a qualifying criterion.
4. The experiences gained on the job must occur in a "training station" where the employer accepts the responsibility for providing instruction as a "training sponsor." This arrangement assures that the student-employer relationship is consistent with the educational goals of this method of instruction.
5. The in-school instruction designed for the student's career development must be correlated closely with the sequence of experiences gained by the student at the training station. This guideline is in keeping with the requirement that this method of instruction be built around student needs and the concept of individualized instruction (Szoke and Vest, 1979).

6. Written training agreements and individual student training plans must be carefully developed and agreed upon by the employer, training sponsor, student, and coordinator. A sample training agreement is included as Figure 3.

Length of Program

Students may participate in a cooperative work experience program for one or two years. Typically, a student would enroll in a cooperative work experience program for one year. If a student enrolls for two years, extra efforts should be made to ensure the related class instruction is not repetitive for the student, and that the training site is appropriate to the student's advancing progress and career goals.

The program requirements, in accordance with the Pennsylvania Department of Education regulations, standards, and guidelines are as follows:

Two-Year Program

(1) Eleventh Grade

(a) Minimum of 120 - 200 minutes per week of general related theory and specific curricular content.

(b) Placement of 11th grade students would be where this experience is essential to meet the needs of individual students.

(2) Twelfth Grade

(a) Minimum of 120 - 200 minutes per week of general related theory and specific curricular content.

(b) Minimum of 15 hours of cooperative work experience each week. (Minimum of 320 minutes is required of a two-year cooperative diversified occupations program of general related theory and specific curricular content. This may be done by a minimum of 160 minutes each year.)

FIGURE 3

SAMPLE TRAINING AGREEMENT

TRAINING AGREEMENT FOR VOCATIONAL COOPERATIVE EDUCATION

Pennsylvania Vocational Education Regulations and Standards and Pennsylvania and Federal Child Labor Laws Require a Written Training Agreement and Training Plan for Each Student in a Vocational Cooperative Education Program.

Student Name _____ Social Security No. _____

Address _____ Telephone _____

Birthdate _____ Age _____ Work Permit No. _____

Student Career Objective _____ Job Title _____

Date of Employment: Beginning _____ Ending _____

High School or AVTS _____

Address _____ Telephone _____

Training Agency _____

Address _____ Telephone _____

Training Supervisor _____ Telephone _____

Weekly Hours _____ Beginning Rate of Pay _____

TRAINING AGENCY RESPONSIBILITIES:

1. The training agency will adhere to all State and Federal regulations regarding employment, child labor laws, minimum wages and workmen's compensation.
2. The student will be given a variety of work assignments and be supervised by an experienced person.
3. A periodic evaluation of job progress will be made by the training supervisor on a rating form provided by the school.
4. The training supervisor will arrange a conference with the coordinator when a trainee problem arises.
5. The training sponsor will provide necessary safety instruction throughout student training period.
6. Training agency will not employ a student-learner to displace a regular worker.
7. Exposure to hazardous work will be incidental to the student-learner's training and not a part of the student-learner's training program.
8. Work which is hazardous shall be intermittent and for short periods of time.

STUDENT-LEARNER RESPONSIBILITIES:

1. The student-learner agrees to perform the assigned duties in a loyal manner and work to the best interest of all concerned.
2. Student agrees to report job problems to training supervisor and coordinator.
3. The student will adhere to company policy; employment may be terminated for the same reasons as regular employees.
4. The student-learner must be regular in attendance at school and on the job. If unable to report to work, the employer and coordinator will be notified before the start of the normal work day.
5. The student-learner's employment will be terminated upon withdrawal from school.

SCHOOL RESPONSIBILITIES

1. The program is under the direct supervision of a certified cooperative education coordinator/instructor.
2. The student-learner will receive related instruction and safety instruction from the occupational instructor or the cooperative education coordinator/instructor prior to job placement.
3. The cooperative education coordinator/instructor will visit the student and training supervisor on a regular basis at the training site.
4. The coordinator will investigate compatibility of job circumstances with requirements for student attainment of advance standing in an apprenticeship program upon graduation from high school.
5. Student transportation, insurance and attendance at school and work should be covered by school policy.

EMPLOYERS OF VOCATIONAL COOPERATIVE EDUCATION STUDENTS will not discriminate in employment, educational programs or activities, based on race, sex, handicap, or because a person is a disabled veteran or a veteran of the Vietnam Era. This policy of non-discrimination extends to all other legally protected classifications. Publication of this policy is in accordance with state and federal laws including Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973.

This memorandum is for the purpose of outlining the agreement between the school and employer on the conditions of training to be given a student while on the job. It, therefore, should not be interpreted by either agency as a legal document or any form of binding contract.

We the undersigned agree to the conditions and statements contained in this agreement.

Student-Learner	Date	Parent or Guardian	Date
Employer	Date	Principal or AVTS Director	Date

From: Vocational cooperative education: Training agreement and training plan for Pennsylvania, 1980. Reprinted with permission.

One-Year Program (12th Grade)

(1) Minimum of 50 minutes per day of general related theory and specific curricular content.
(2) Minimum of 10 hours of cooperative work experience each week.

Time Schedule

A typical daily schedule for a student enrolled in a cooperative work experience program would be as follows:

PERIOD	ACTIVITY
1	Regular Academic Class
2	Regular Academic Class
3	Related Class Instruction
4	Lunch
5	On-the-job Training
6	On-the-job Training
7	On-the-job Training
8	On-the-job Training

Age Requirements

Sixteen years-of-age is generally the minimum age for employment in any occupation other than those non-agricultural occupations declared hazardous by the Secretary of Labor. It will be necessary for the teacher-coordinator to review the appropriate Child Labor Laws and the State Labor Laws in this regard. Fourteen and fifteen year-old minors may be employed in a variety of nonmanufacturing and nonhazardous occupations outside school hours for limited daily and weekly hours but not before 7:00 a.m. or after 7:00 p.m. (9:00 p.m. June 1 through Labor Day).

The teacher-coordinator should require all students to obtain proof of their birth date as evidence of their age to provide protection for the employer, school, and student. Contact the superintendent of schools in your district for specific details.

Fields of Training

Cooperative work experience programs can be applied to all fields of training. It is important to identify the essential personal characteristics demanded by the job and to match these requirements to the student's abilities. See Pennsylvania Department of Education, Regulations, Standards, and Guidelines for Vocational Education, (Pennsylvania Department of Education, 1978) for further information.

Class Size

The recommended class size for a cooperative work experience class is twenty students per class period. It is sugggested that a teacher-coordinator should teach 50 minutes per day of related instruction and that the remainder of the time be spent in the coordination of learning experiences at the training station with classroom instruction. This coordination requires a minimum of about one-half hour per student per week. The coordination activities include visits to the training stations, parents, and community contacts as well as individual contact with the student in school.

WORKLOAD OF THE TEACHER-COORDINATOR

1. About one-half hour per week per student is needed to supervise students on the job.

2. Optimally, no teacher-coordinator should be responsible for the supervision of more than twenty to twenty-five disadvantaged students in order to allow sufficient time for teaching duties, development of work stations, vocational counseling, and on-the-job supervision of student learners. Of course, a full-time coordinator with no teaching duties will be able to supervise a greater number of students.
3. Specific allocation of teaching and coordination responsibilities may vary. Program components under the jurisdiction of a teacher-coordinator may include:

Job-related class
On-campus work stations
In-the-community work stations
Career class
On-the-job observation

TRAINING PLAN

A training plan should be formulated before the student is placed at the work site. The student, employer, and work experience coordinator can assess the student's needs in the training station and adjust the plan two to three weeks after the student is on the job.

The training plan should include the skills that will be learned at the training station and at school. The student's progress on the activities in the training plan should be monitored and revisions should be made as needed. A sample training plan is included as Figure 4.

FIGURE 4

SAMPLE TRAINING PLAN

TRAINING PLAN FOR VOCATIONAL COOPERATIVE EDUCATION

Vocational Program: ☐ Agriculture ☐ Distributive Education ☐ Home Economics ☐ Diversified Occupations ☐ Business Education ☐ Health ☐ Trade and Industrial

Student-Learner _____ Telephone _____

Training Agency _____ Telephone _____

Training Supervisor _____ Telephone _____

Signatures: Co-op Coordinator/Instructor _____ Date _____

Training Supervisor _____ Date _____

Approximate Time	Training Activities (Include Safety Factors)	Performance Evaluation — Training Supervisor: Date Completed	Acceptable	Non Acceptable	General Comments

Training Activities may be modified during the training experience; changes should appear on training plan.

From: Vocational cooperative education: Training agreement and training plan for Pennsylvania, 1980. Reprinted with permission.

ON-THE-JOB TRAINING OPTIONS

On Campus Placement

Students who are not yet capable of holding an in-the-community work station may be ready for controlled work station experience. On-campus stations provide for close supervision and training and reduced employer expectations. Students have the opportunity of learning acceptable work habits and attitudes with a reduced chance of failure. These stations are frequently successful transitional steps to in-the-community job training employment.

There are two basic site options in this category:

On-Site: Placement at a work station located on the site where the student is enrolled.

Off-Site: Placement at a work station located on school district property other than that of site enrollment.

It is suggested that on-campus placement be used as a means to introduce work related responsiblities to disadvantaged students. Once the students have developed the appropriate job related skills, off-campus placements can be made with greater success.

In-the-Community Placement

The majority of students should have an opportunity to participate in in-the-community training stations. As mentioned, on-campus stations tend to be too "sheltered" and should be considered a transitional stage only. Measures indicating that a student is ready for competitive employment include:

1. Practical knowledge of interview techniques.

2. Technical skills sufficient to meet minimal standards for a particular job.
3. Ability to perform assigned tasks with minimal supervision.
4. Ability to accept criticism and direction.
5. Punctuality.
6. Acceptable personal hygiene.
7. Honesty.
8. Effort and willingness to work.

A student's work adjustment record in an on-campus work station should serve as the major criterion as to how the student measures up to the above standards. If the students who are enrolled in the program do not yet have these skills, they should be taught and/or reinforced through the related class instruction.

GUIDELINES FOR RELATED CLASS INSTRUCTION

A job-related class is a mandatory component of a cooperative work experience program. The course content should be designed to increase the student's knowledge of:

1. Potential occupations and the requisite job responsibilities and work qualifications.
2. Labor unions and apprenticeship programs.
3. Worker traits requisite to maintaining employment; e.g., satisfactory levels of deportment, mode of dress, punctuality, reliability, relationship with supervisory personnel and co-workers.

4. Job seeking and job retention skills.
5. Interview procedures and how to complete such related items as job application forms and work permits.
6. Financial considerations related to employment; e.g., opening checking and savings accounts, payroll deductions, state and federal income tax.

DUTIES AND RESPONSIBILITIES OF THE TEACHER-COORDINATOR

1. Supervise students in regard to the completion of various work-related forms.
2. Place students on work stations and assist job trainer/supervisor with orientation.
3. Prepare and monitor training plans for each student. Work out general supervision plans with employer and be responsible for the students under the direct supervision of the employer.
4. Provide each student with an orientation to different modes and schedules of transportation to and from the job.
5. Evaluate (in cooperation with the employer) the student's progress at least once each school grading period.
6. Develop and conduct a job-related class.
7. Assist in securing permanent employment for graduates and dropouts.
8. Prepare and/or obtain all records required by sponsoring state agencies, such as work permits, and proof-of-age certificates.
9. Counsel students regarding job-related problems and future vocational goals.

10. Conduct home visits and/or parent conferences to assist with the development of student growth.
11. Conduct follow-up studies on graduates and utilize the results to improve instruction.
12. Establish and utilize an advisory committee which includes representatives from business, labor, and education.
13. Coordinate student organization activities with program curriculum.
14. Promote the cooperative work experience program to the public.

APPENDIX A

DIRECTORY OF STATE AND FEDERAL OFFICES AND ORGANIZATIONS ASSOCIATED WITH EDUCATION AND THE DISADVANTAGED

Commonwealth of Pennsylvania

Bureau of Vocational Education
Consultant, Disadvantaged and Handicapped
333 Market Street, Box 911
Harrisburg, PA 17108 (717) 787-8022

Department of Education
333 Market Street, Box 911
Harrisburg, PA 17108 (717) 783-6788

Regional Field Offices

Centre Region Field Office
Lane Kemler, Regional Chief
Buffalo Shopping Center
Box 146
Mifflinburg, PA 17844 (717) 966-1024

Eastern Region Field Office
Robert Harrison, Regional Chief
2814 Walbert Avenue
Allentown, PA 18104 (215) 434-4420

Western Region Field Office
Hester Munden, Regional Chief
Diamond Building
106A West Main Street
Ligioner, PA 15658 (412) 238-9526

Federal Offices

Department of Education
Division of Vocational-Technical Education
ROB #3, 7th and D Streets
Washington, D.C. 20202 (202) 245-0636

National Center for Vocational Education
Ohio State University
1900 Kenny Road
Columbus, OH 43210 (800) 848-4815

Organizations

American Association of School Administrators (AASA)
1801 North Moore Street
Arlington, VA 22209 (703) 528-0700

American Educational Research Association (AERA)
1126 16th Street, N.W.
Washington, D.C. 20036 (202) 223-9485

American Personnel and Guidance Assocation (APGA)
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009 (202) 883-4633

American Vocational Association (AVA)
2020 North 14th Street
Arlington, VA 22201 (703) 522-6121

National Advisory Council on Vocational Education (NACVE)
425 13th Street, N.W.
Suite 412
Washington, D.C. 20004 (202) 367-8873

National Alliance of Business (NAB)
1730 K Street, N.W.
Suite 558
Washington, D.C. 20006 (202) 457-0040

National Association of Vocational Education
Special Needs Personnel (NAVESNP)
c/o American Vocational Association
2020 North 14th Street
Arlington, VA 22201 (703) 522-6121

National Commission on Resources for
Youth (NCRY)
36 West 44th Street
New York, NY 10036 (212) 840-2844

National Employment and Training
Association (NETA)
250 East High Street
Salt Lake City, UT 84111 (801) 533-5574

National Manpower Training
Association (NMTA)
State Department of Education, Box 771
Jackson, MS 39205

National Network of Youth and
Advisory Boards (NNYAB)
P.O. Box 402036
Ocean View Branch
Miami Beach, FL 33140 (305) 532-2607

Pennsylvania Association for Vocational Education
Special Needs Personnel (PAVESNP)
The Center for Vocational Personnel Preparation
Reschini Hall
Indiana University of Pennsylvania
Indiana, PA 15705

United States Chamber of Commerce
1615 H Street, N.W.
Washington, D.C. 20062 (202) 659-1007

APPENDIX B

INSTRUCTIONAL TECHNIQUES FOR DISADVANTAGED STUDENTS*

*Also see Vocational Administrator's Guidebook: Mainstreaming Special Needs Students in Vocational Education, Center for Vocational Personnel Preparation, Indiana University of Pennsylvania, June 1979, Indiana, Pennsylvania.

Individualized instruction has the potential to effectively serve disadvantaged students. Vocational educators are already familiar with the components necessary to individualize instruction. These components have been described by Szoke and Vest (1979) and include:

I. Task Analysis:
The breakdown of a process into its component parts.

II. Competency or Performance Based Objectives:
The objectives of the learning program are outlined in measurable behavioral terms. Selection of objectives for a course of study should be based on the task analysis.

III. Students Learn at Their Own Speed:
A flexible system of classroom management is necessary so that students can, as much as possible, work at their own speed. Materials are developed so that students can work individually and in cooperation with a partner or a small group of classmates. Under this system of classroom management, students can work with the teacher on a more individualized basis.

IV. Different Learning Styles and Media Approaches:
Learning takes place in a variety of ways: audio, visual, and hands-on experience can all be vehicles for learning and teaching different angles--some more suitable than others to their learning styles. A balanced variety of media can make learning more interesting and easier. Major factors in designing learning activities are:

1. The requirements of the job, as reflected in the performance objectives.

2. The needs, interests, and limitations of students, as a group and as individuals. All of the materials must teach directly to the performance objectives. Example: One learning activity for the performance objective "clean a typewriter" might include a filmstrip demonstration with a cassette narration, either commercially prepared or made by the teacher.

3. General guidelines for selection of learning activities: Many students learn best by seeing and hearing. Include in your learning activities audio-visual alternatives and reinforcement methods of learning the skill: film, filmstrip, sound/slide, cassette, flip pic, videotape, etc. Many teachers use a combination of commercially prepared audio-visual materials, and multimedia instructional materials that they create themselves.

4. Included group work as well as individual work. Many students work best in groups, and all will feel isolated if they do not have some contact with others.

5. Students should be actively involved in learning. This goal can be achieved by learning experiences such as these:

   Demonstration/Performance
   Simulation Exercise
   Role-playing and Sociodrama
   Discussion
   Committees
   Problem Situations
   Student Reports

Teacher Role

The role of the teacher changes somewhat in an individualized instruction method. The teacher becomes a planner of goals and activities with students and a coordinator of these activities. The teacher, 1) probes for interests and goals, and stresses cooperation as opposed to competition; 2) serves as a resource person for instruction, and; 3) serves as an evaluator to ensure quality classroom instruction.

Student Role

The responsibility for learning is more heavily placed on the student under an individualized instruction method. The student must be more self-reliant, since the emphasis will be on learning and exploration. The student must work with both the teacher and other students, and use each as resource people.

Evaluation

Individualized instruction implies individual evaluation as opposed to group evaluation. Although objectives may be set for the group as a whole, the attainment of these objectives must be measured and recorded on an individual basis in relation to set goals or criteria. The use of

individualized learning activity packages allows students to know at the beginning of a unit of instruction exactly what is required. Achievement can be measured and reported by regular teaching evaluation; student-teacher cooperative evaluation; task completion at regular or irregular intervals; regular testing results; and individual assessment of own progress.

Testing should be criterion-based. In a vocational class a criterion exam should have two parts--a written or oral part to measure the amount of theory or abstract knowledge a student has retained; and a performance part to measure if the student is competent in the new "hands-on" skill. In either case, the criteria for passing should be related to competencies needed to perform the task in the working world. It should not be based on average scores from previous students who have taken the same test, unless the test has been validated in industry.

At the end of the instruction the student should be job-ready and job-qualified. This is an important point in vocational education for disadvantaged students. The instruction starts where the student is, but the end result may be success on the job. A "watered-down curriculum" may be worse than no instruction at all if the students think they are job-qualified and then find on the job that this is not true.

Eliminating Some Misconceptions About Individualized Instruction

1. Individualized instruction is not the same thing as teaching students individually.

   Nearly all teachers who instruct by the lockstep group method help their students individually. However, all the students are working on the same task at the same time. By contrast,

in an individualized classroom, everyone works at their own speed, and each gets individual help as they need it. Individualized instruction allows for greater flexibility than the "typical" classroom. One approach that works well in a classroom serving students with a wide range of abilities is the use of modular scheduling (i.e., a course broken down into a series of modules which in turn are sub-divided into specific tasks to be performed). It is not expected that all students complete all of the modules. The disadvantaged student might concentrate mainly on those skills prerequisite to an entry level job (i.e., sanding and taping in autobody, or only certain routines and machines in an office practice course).

2. Individualized instruction is not simply the use of programmed materials.

   Programmed materials are constructed to be used individually and sometimes are used in an individualized curriculum. But every truly individualized curriculum provides for different student learning styles and includes several methods of teaching each skill. Knowledge is offered through seeing and hearing, as well as reading, through group interaction, as well as solitary work.

3. Individualized instruction does not supplant the teacher.

   However, the role of the teacher changes somewhat. The teacher becomes a planner, a coordinator, a resource person, in short, a learning manager. The amount of teacher contact with each student is usually greater, and the relationship closer. Individualized instruction does not free the teacher

from the responsibility to provide direction and leadership in the classroom.

4. Individualized instruction does not isolate the student.

   The student still gets attention from the teacher. The student may be paired with another student "partner," in small group learning situations, or may participate in full-class activities. The amount of time spent working alone depends on an individual's preference.

5. Individualized instruction does not mean the teacher must be "everywhere at once."

   The most important characteristic of a well designed and well written set of learning packages is that most of the students will be able to learn most of the material with little help from the teacher. At times the teacher can be assigned instructor aides. In all situations, student aides can help and students can work in teams or small groups. Experience shows that a teacher with individualized curriculum can accommodate more students than is typically expected.

6. Individualized instruction is not tied to team teaching or flexible scheduling.

   Individualized instruction can be, and often is, done in some very conventional settings. The flexibility exists in the freedom on the students to learn what is most important to them, at their own speed, and in the way they can learn best.

ADVANTAGES OF INDIVIDUALIZED INSTRUCTION

For the Student:

*It is self-paced; the students progress at the rate best suited to individualized learning. The student is neither rushed nor held back by others.

*Placement is by performance; the student is given credit for what is already known, so that new material is always being learned. The challenge is always present.

*The students learn through a variety of media, by the methods that suit them best.

*The student is evaluated in terms of his/her own performance. The students are not forced to compete with their classmates. The students are not graded by comparison with the performance of their classmates.

For the Teacher:

*The teacher can spend more time with the individual student.

*Teaching is easier in that instruction is focused toward specific goals; therefore, the teacher can better organize time and effort.

*Most teachers derive deep satisfaction from the progress students make with individualized instruction.

A variety of teaching strategies that will complement individualized instruction include:

1. Tutoring (by in-class peers, instructor, community volunteers, or students in advanced classes).
2. Flexible grouping.

3. Independent study.
4. Special project assignment.
5. Learning games.
6. Use of audio-visual equipment (videotapes, tape recorders, and slide-tape programs developed by the teacher and/or commercially prepared).
7. Demonstrations.

Consideration for Grading

Grading of students may occur in the same manner as in other subject areas in the school system. Every effort should be made to reinforce incremental success toward long range goals. Competency based reporting systems might be considered as a substitute for program grades, or as a supplement to the existing system.

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